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SOME SAFETY EDUCATIONAL ISSUES CONNECTED WITH NATURE OF POTENTIAL THREATS CHANGES

More and more often human becomes a participant of hazardous situations. That is the reason to explore knowledge about emergencies and, in particular, to formulate the accurate respond and feeling of safety in case of emergencies.This article deals with some safety educational issues connected with the nature of potential threats changes.

Keywords: security, threat, knowledge, information, science, education

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ДЕЯКІ ПРОБЛЕМИ ОСВІТИ В ГАЛУЗІ БЕЗПЕКИ ПОВ'ЯЗАНІ ЗІ ЗМІНОЮ ПРИРОДИ ПОТЕНЦІЙНИХ ЗАГРОЗ

Все частіше людина стає учасником небезпечних ситуацій. Саме тому виникає необхідність поглибити знання людей про такі ситуації і,головне, сформувати відповідне ставлення до подібних ситуацій,що в свою чергу допоможе правильно реагувати на них і почуватися в безпеці. У цій статті розглянуто декілька проблем освіти в галузі безпеки пов'язані зі зміною природи потенційних загроз.

Ключові слова: безпека, загроза, знання, інформація, наука, освіта.

A human has always faced various kinds of threats and challenges. These phenomena have evolved along with the changing environment. Emerging threats may change into crisis situations. Noticeable is the fact that participants of both threats and crises situations cannot behave professionally when facing them. A variety of causes can lead to such a situation. They include limited knowledge on dangerous phenomena and, above all, the inability to act in circumstances under which they occur. The above mentioned condition is also affected by the lack of experience in these situations. For the need of this article several terms require a broader definition. These are mainly: knowledge, information, science and education.

While speaking about knowledge, it should be understood as "general knowledge acquired through research, learning etc.; information resource in any field, knowledge of something" [1]. Acquiring knowledge is a complex and long-term process. From the point of view of these considerations it should also be pointed out that knowledge is presented in five categories, i.e [2]:

- *Erudition* understood as: learnedness, information resource, excessive reading, wide horizons; wisdom, patent, manner; ability, qualifications, preparation, education; knowledge, self-control, immobilisation, familiarity, orientation, listening.
- *Learning* understood as: humanities, social science, liberal science; life science, exact science; understanding; theory, doctrine, hypothesis; thesis, theorem, lemma; convincing, proving.
- *Cognition* understood as: recognition, gnosis; identifying, exploring; identification, intropathy; enlightenment, revelation, illumination, eureka; discovery, detection, disclosure, unmasking, exposing, demistification, demythologisation.
- *Curiosity* understood as: inquisitiveness, desire to learn, being middlesome; interest, being intrigued.
- *Awareness* understood as: understanding, realising, becoming conscious, visualisation.

Knowledge, as Wincenty Okoń notes, "covers all forms of awareness, so, therefore, the highest form – science, as well as ideology, religion and magic; beside the rational knowledge the irrational knowledge exists, in addition to true knowledge – false knowledge. Two categories of knowledge closely related to the human impact on reality are of significant importance in life. The first one is the practical knowledge based on experience, that provides information about how to change reality. The second is the theoretical knowledge (scientific knowledge) providing information about what reality is. An important characteristic of many scientific theses is that after conversion into standards they can be used as the practical knowledge" [3]. Generally speaking, knowledge is a collection of information gained within many years, although it must be assumed that knowledge can be both true and false. There is some kind of a danger as to the reliability of acquired knowledge. Hence, information that is interpreted in many ways is extremely important in this context. The result of the above is its abstract and multidimensional character. Providing it in various forms and by means of multiple codes is observed. The universality of its application makes it occur in all areas of life. The explanation of the term "information" should first be sought in the *Dictionary of the Polish language* (*Słownik języka polskiego)* which defines it as "a message about something or communicating something" [4]. The word comes from the Latin *informatio* and refers to imagination, explanation, notification.

Information is any data from both the environment and a person's internal states. These are obtained directly and indirectly. Directly, through the impact of surrounding objects and phenomena on the sensory organs, and indirectly from the mass media, various notifications, books, newspapers and movies. As it is clear from the definition included in the *Dictionary of the Polish language*, to obtain information means to find out what has been unknown, learn more about something that is little known or seems to be known, as well as to tell someone about something that is known, not known at all or only partially. Thus, the information resource of human knowledge comes from three sources. These are: [5] heredity which consists of information encrypted in genes, the acquis of human knowledge contained in customs, scientific and artistic works, the mass media, and personal experience shaped in direct contact with the environment.

There is a great need for good quality information, as accurate decisions are taken on this basis. Information is useful if, as noted by Tadeusz Kotarbinski, it meets the following characteristics [6]:

- fidelity (information must reflect reality since a false or incomplete message, not showing essential characteristics of a phenomenon, disorganises cooperation and causes losses the greater the higher level it refers to).
- speed (information should be transmitted immediately. Reality and its individual components are in constant motion and are subject to change. The delay usually outdates data. As a result it becomes false and useless, even if constitutes the most faithful reflection of the facts at the time of their transfer).
- detail (a message should contain essential elements of the reported phenomena. Either vagueness or excessive meticulousness ought to be avoided. This is as the first one "blurs" contours of an image, while the other overloads and distracts attention - both are detrimental to understanding of a message).
- legibility (signs used by a sender should be clear and not distorted during the transmission, and phrases and language used understandable for a recipient. Readability depends to a certain extent also on a recipient of information).

Information is a pillar of science, which Bogdan Szulc defines in two contexts: educational and cognitive, in which there are distinguished two planes: dynamic and static. The dynamic plane is related merely to the cognitive activity. This is actually a process of understanding the world around us that can take place in two ways, i.e. through the mind or senses. In turn, the static plane refers to results of the cognition, which should be understood as "the entirety of facts collected during the research activity of all generations, contained in the theorems, laws and scientific

theories"[7]. Theorems, laws and scientific theories are created on the basis of facts which are structured, sufficiently justified and properly verified during research. Tadeusz Kotarbiński similarly considers the term "science" as "not necessarily static - as a system of theorems, but dynamic as well – a set of actions that make up the research activity in relation to this or another subject of study" [8].

Undoubtedly, in the consideration of science it is that "a force acting is the human mind which experiences, thinks and learns; the subject is all the internal and external experience, namely the universe, as long as it is given to the mind in the form of experience; the course of action is the reasoning concerning internal and external experience, in accordance with common logical standards and verification; the aim – forming a system of concepts and judgments which would symbolise all the logical and verifiable experience" [9].

The considerations in the above context are important in education for safety. Threats caused by natural factors, human activities as well as the feeling of insecurity point to the very great need to increase safety action. These activities are the improvement of knowledge in the field of security and dissemination of knowledge in the field. These activities also aim to ensure stability through teaching proper attitudes, raising awareness as well as the ability to behave in the face of threats incurred. This is to be assumed that the acquisition of knowledge should be carried out taking into account all the principles discussed earlier in this article.

After the introduction of aspects related to knowledge, information and science, the issue of education should be considered. The *Dictionary of the Polish language* points out that "education" is "upbringing, teaching/learning" [10]. "Upbringing" means "all the measures aimed at shaping a human in physical, moral and mental terms, and preparing him/her for future life in society" [11], whereas "teaching/learning" is "the base of knowledge specified by curricular regime of a given school". "Get education" is also "be developed by science, practice" [12]. Based on the above, it must be stated that education is a complex process which consists of a number of elements. These elements include theoretical and practical knowledge.

It should also be seen that safety must be of concern to everyone. Therefore, it is important to educate the whole society. Education is a complex process that consists in recognising the truth, understanding it and creating new solutions that will enable the adoption of new solutions. Education for safety inherits the tradition of, among others,: education for happiness, patriotic education, education for a happiness substitute - contemporary safety. Its aim is to "overcome and synthesise traditions of both military and security education as well as education for peace and renouncing violence" [13].

According to the author, based on the studies conducted, it should be stated that education for safety should be implemented among children aged 3 and up. Transferred knowledge should be consolidated through a series of exercises repeated cyclically, which will allow to perform certain actions automatically. It takes years to achieve this state and it cannot be assumed that a single training proves to be sufficient. The substantiation of the above statements should also be supported by the fact that the attitude of a man, his/her habits and the line of thinking are shaped since childhood in different environments because "if we raise children in a peaceful environment and the behaviour of adult leaders is exemplary, children will become peacefully oriented people" [14]. The process of shaping the character of a person and his/her social attitudes is performed in many places, mainly at home, in a nursery, in a kindergarten, at school, at university, in a interest circle as well as at the workplace. The observed attitudes are role models for every young person to follow. It is adults who mainly shape the reality and teach what is good and what is bad. This is of great importance in the educational process, in shaping the personality and attitudes of a man. This is determined by events in which people participate, interests which they devote free time to and people they meet [15]. Education for safety is implemented in many countries, such as Japan, the Netherlands, Germany and the United States. In these countries system solutions are applied, through which a man is able to deal with emergency situations which also gives him/her a sense of

safety, so institutions who are concerned with this state may be deployed to other events. In this way, resources are engaged in a rational manner and have a huge impact on the safety of a particular area. In Poland, there is a wide range of initiatives being run aimed at raising public awareness of education for safety. Some of them include: lectures carried out by officers from particular uniformed formations, organising scientific and practical undertakings, activities of scientific circles for education and safety promotion, activities of associations and non-governmental organisations, dissemination of information material.

Concluding the above considerations, it must be noted that education for safety is not so much necessary, but needed. Its quality depends on the deepening of true knowledge based on reliable information. As a result, education will make the society safe. In the light of the foregoing, it is concluded that safety consists of many elements. The principal one is a man, more broadly speaking his attitude, personality, beliefs, interest in self-development and self-realisation, the desire to do "something for somebody." Equally important is the knowledge as well as the experience and skills. Nevertheless, of great significance is bringing up children in the patriotic spirit, and also promotion of ideas, a willingness to permanent self-development, commitment to values, life in accordance with principles and rules, which lead finally to the integration of an individual's life with social affiliation of a wider sense. All the matters and all the elements should be considered together. Their sum is a guarantee of success of safety of both a person and the group. Therefore, it is crucial to devote more time to bringing up children and young people, especially, that this social group is a pillar of society and it should be particularly invested in. Reflections on education for safety are necessary especially that this area requires permanent improvement. This claim stems from the fact that the helplessness of many people who are in difficult situations is often observed. This is mainly due to the lack of experience under such circumstances, knowledge, and stress always accompanying them in these situations. What is more, the lack of willingness to help other people in a situation of danger is readily recognisable. Although, one can also assume that the so called "callousness" stems precisely from the fact that people may want to help but they cannot do this. This image, however, requires conclusion that there is no unity between people, they do not identify with another person and consequently they are not interested in safety of "a stranger".

Therefore, one can draw the thesis that this situation will change if education for safety in the context of various dangers will be intensified and will include all social groups. Its implementation should also be carried out in a thoughtful way. It would seem that the right solution in this respect would be a system covering every social group, and projects carried out within it should not be one-off, but repeated periodically. As a pledge for the aforementioned, it should be also pointed that exercise realised under various projects are an element that allows to check the level of knowledge and skills, as well as to improve them. Shaping a human's character is a very long and complex process. Functioning in hazardous conditions where life is dependent on other people forces cooperation, integration and trust. They are developed in the course of training exercises during which there are dangerous tasks where a team counts. Then, young people learn responsibility. This should be a planned sequence of events. Therefore, with a calm conscience it can be said that education for safety is a continuous process that achieves its objectives, i.e. dissemination of awareness and knowledge about causes, effects and the nature of threats that exist in Poland, as well as learning how to prepare for potential threats and responding to them The implementation of this assumptions will make the functioning of people facing various dangers become something natural and, as a consequence, the level of safety will grow.

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